



Ark Independent Studies

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 x229 • Grades 9-12

Steve Hambright, Principal

shambright@sccs.net

bssc.sccs.net/ark

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Santa Cruz City Schools

405 Old San Jose Road
Soquel, CA 95073
(831) 429-3410
www.sccs.net

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School Description

Ark Independent Studies is an accredited high school in the Santa Cruz City Schools. Our eighty-four students may choose to meet with their instructor at the Branciforte Small Schools Campus, Santa Cruz High School, Harbor High School, or Soquel High School. Students meet weekly for one hour with an instructor on a one-to-one basis to review a minimum of 20 hours of work completed during the week. During this meeting, students are given specific assignments, and coursework is corrected and evaluated. Students complete their coursework during the week at home. Assignments are tailored to fit the individual student's interests, needs, and learning style. Students have access to educational support by certificated staff and college tutors at least three days per week at each of the four sites. Several enrichment offerings (guest speakers, field trips, "mini-classes") are made available to all Ark students through the course of the year. All Ark teachers are fully credentialed, with a broad range of teaching experience and expertise.

Mission

At the Ark Independent Studies we:

- Connect with students as individuals
- Inspire students to find meaning
- Motivate students to take responsibility
- Support students to discover and pursue their interests

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	2
Grade 10	14
Grade 11	15
Grade 12	29
Total Enrollment	60

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.7
Asian	1.7
Filipino	0
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0
White	50
Two or More Races	3.3
Socioeconomically Disadvantaged	46.7
English Learners	3.3
Students with Disabilities	13.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Ark Independent Studies	15-16	16-17	17-18
With Full Credential	4	4	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		0
Santa Cruz City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Ark Independent Studies	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions		0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Practicing the Writing Process - Educational Design Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008 Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007 Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive! series - TCI Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ark is located in an historic, 103-year-old building on the Branciforte Small Schools Campus. The Ark has one instructional classroom in the building with six Internet-connected computers and an LCD projector. The October 2017 FIT report indicated that the room is in good condition except for a heater that is in need of repair. The Branciforte Small Schools Campus garnered a 96% overall rating. The most recent FIT report describes planned facility improvements and needed maintenance to ensure good repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/23/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/23/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	50	75	60	59	48	48
Math		50	45	42	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	--	70	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	4	18.18	75
Male	11	2	18.18	100
Female	11	2	18.18	50
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	11	1	9.09	100
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	2	9.09	50
Male	11	1	9.09	100
Female	11	1	9.09	0
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The Ark requires parents to attend a beginning-of-the-year orientation and the student's weekly meeting with their teacher three times during the school year. This ensures that parents understand the program and are aware of their student's progress. The other primary avenue for parental involvement at the Ark is the School Site Council, which meets five times a year. The contact person for parent involvement is co-principal Steve Hambright. To become more involved, please call (831) 429-3898, ext. 229 or visit the school office.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The four schools at the Branciforte Small Schools Campus (BSSC) review the previous year's Safe School Plan and collaborate to write a new plan each year. Goal one in our 2017-18 plan is to continue to provide opportunities for caregivers and/or students to attend workshops related to positive discipline and trauma informed care. By March 2018, we will hold at least three presentations for caregivers and students related to the above topics. We will undertake a number of actions to meet this goal. We will continue to provide caregivers with access to evening support groups that can help increase positive communication with their students, increase outreach for attendance at these groups through the use of robocalls and advertisement, introduce trauma-informed care tenets to parents at conferences, and continue to incorporate a socioemotional professional development goal around implementation of trauma-informed care tenets.

The second goal in our 2017-18 plan is to continue to implement trauma-informed care strategies during weekly meetings to increase student and school safety. We will undertake a number of actions to meet this goal. We will continue to monitor teacher data regarding student use of grounding/stress-reduction techniques at the end of every quarter, incorporate a socioemotional professional development goal around implementation of trauma-informed care tenets, and administer surveys at all four sites in the spring. Ark teachers are committed using neurosequential model tenets during their weekly meetings with students.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	2.5	3.5
Expulsions Rate	0.1	0.4	0.3
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	.2343
Psychologist	.1250
Social Worker	.0555
Nurse	.0625
Speech/Language/Hearing Specialist	.1
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The Ark's 2017-18 professional development (PD) plan has three threads, each aligned to a schoolwide action plan goal. The 2017-18 PD focus areas were determined after an analysis of 2016-17 data related to writing assessments, Scholastic Reading Inventory (SRI) scores, math credit earning, and the annual academic barriers survey. The first PD focus area relates to furthering staff understanding of the underlying principles of trauma informed care and determining shared practices related to the instruction of stress-reduction techniques. The second PD thread focuses on mathematics instruction. Staff will continue to identify and adopt mathematics curriculum and assessments that support student mastery of Common Core Standards and modify instructional practices to support student math understanding. Our final PD thread centers on literacy instruction focused on informative reading and writing. Teachers will target English instruction based on Measures of Academic (MAP) assessment data, norm informative writing samples, analyze student informative writing samples, and learn about and implement best practices related to informative reading and writing instruction. The Central California Writing Project (CCWP) will be supporting a 6-session professional development series around informative writing in 2017-18.

For each of the past three years, the co-principal and one Ark teacher have attended the California Consortium on Independent Studies annual compliance conference. By the end of the 2017-18 school year, all four Ark teachers will have attended this important conference at least once during the past four years. In 2015-16, we designed collaborative professional and curriculum development to meet the demands of our Real World Learning (RWL) seminar program. Staff reflection and review in weekly PD sessions supported teachers to implement this new instructional method. With the elimination of the seminar program at the Ark for 2016-17, this focus was no longer a part of our PD plan. Since 2015-16, the Ark's professional development has focused on recommendations that were made after our WASC midterm review and the implementation of the Common Core Standards in math and language arts.

Over the past three years, our staff has met for 90 minutes three times per month to review student achievement data, revise curriculum, and set goals for improving student achievement. For the 2017-18 school year, teachers will be supported by a .2 math coach, regular teacher-principal meetings, outside training on the new student information system Illuminate, and a trainer from the CCWP.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,927	\$2,720	\$8,207	\$73,192
District	♦	♦	\$6,111	
State	♦	♦	\$6,574	
Percent Difference: School Site/District			34.3	8.0
Percent Difference: School Site/ State			24.8	

* Cells with ♦ do not require data.

Types of Services Funded

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by achievement data. For the 2016-17 fiscal year, we worked closely with our School Site Council and staff to allocate our LCF supplemental funds to provide tutoring for identified students, to purchase supplementary instructional materials, and to provide ongoing staff training.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ark Independent Studies	2013-14	2014-15	2015-16
Dropout Rate	16.3	4.7	14.6
Graduation Rate	81.4	90.7	82.93
Santa Cruz City Schools	2013-14	2014-15	2015-16
Dropout Rate	4.2	3.9	4.2
Graduation Rate	91.92	89.71	92.51
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	6
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	100	95.3	87.11
Black or African American	100	73.33	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	87.5	92.8	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	97.25	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	80	91.94	85.45
English Learners	100	71.19	55.44
Students with Disabilities	100	92.86	63.9
Foster Youth	0	100	68.19

Career Technical Education Programs

All Santa Cruz City Schools' students have access to CTE/ROP classes at high schools throughout the county. These career technical education courses are open to all students. Six Ark students participated in countywide ROP classes during the 2016-17 school year.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.